

**METHOD AND SYSTEM FOR
DEVELOPING TEACHING AND
LEADERSHIP CHARACTERISTICS AND
SKILLS**

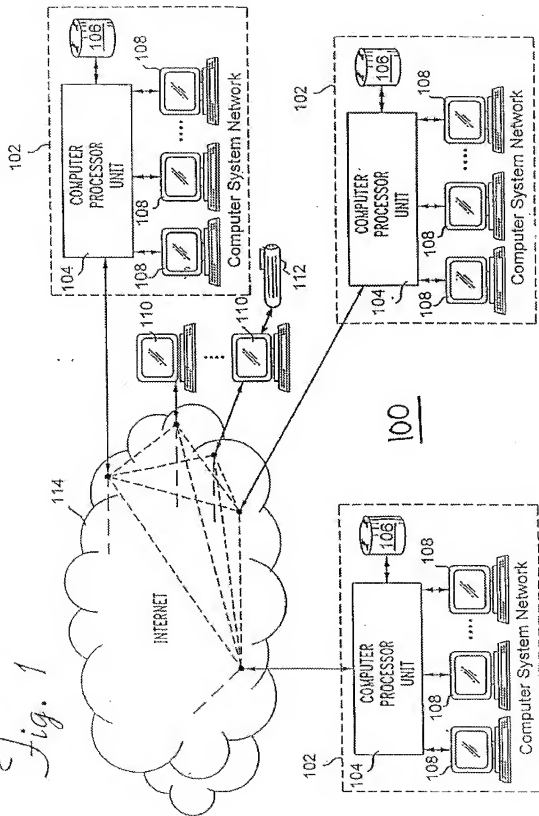
**U.S. Patent Application Serial No.
10/016,905**

Filed December 14, 2001

Attorney Docket No. D4701-00198

Exhibit C

Fig. 1



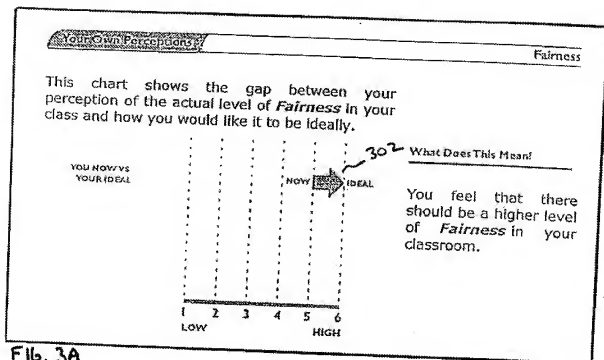


FIG. 3A

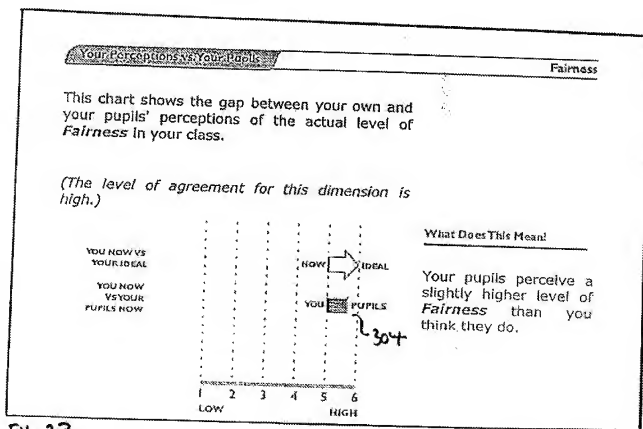


FIG. 3B

The Perceptions of Your Pupils

Fairness

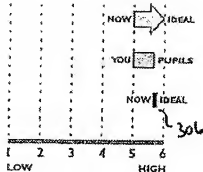
This chart shows the gap between your pupils'

perceptions of the actual level of *Fairness* and their aspirations for the future.

YOU NOW VS
YOUR IDEAL

YOU NOW
VS YOUR
PUPILS NOW

YOUR PUPILS
NOW VS IDEAL



What Does This Mean?

Your pupils' responses also indicate that they feel satisfied with the level of *Fairness* in your classroom.

FIG. 3C

Your Class in Comparison With Other Classes

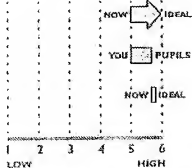
Fairness

This chart shows how your pupils' perceptions of the actual level of *Fairness* compare with the views of pupils in other classes nationally.

YOU NOW VS
YOUR IDEAL

YOU NOW
VS YOUR
PUPILS NOW

YOUR PUPILS
NOW VS IDEAL



What Does This Mean?

The degree of *Fairness* perceived by your pupils is high in relation to that perceived by pupils in other classrooms nationally.

PUPILS NOW
VS NATIONAL
BENCHMARKS



FIG. 3D

Your results in relation to **Fairness** are very positive. The challenge for you is to maintain this and use it to stretch pupils in your class even further, whilst working on dimensions which are not so strong or whilst identifying opportunities to improve classroom climate outside this class.

What Does This Mean?

The degree of **Fairness** perceived by your pupils is high in relation to that perceived by pupils in other classrooms nationally.

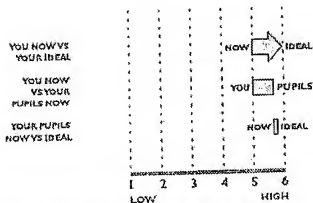


FIG. 3E

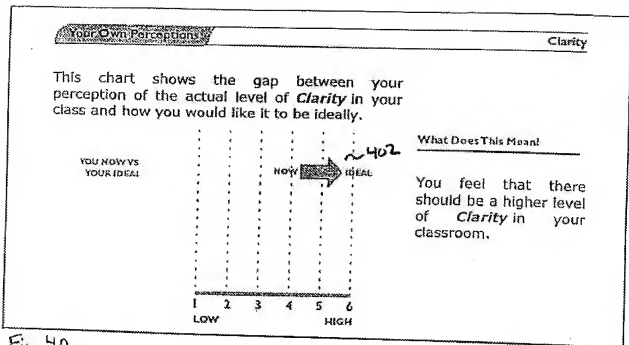


Fig. 4A

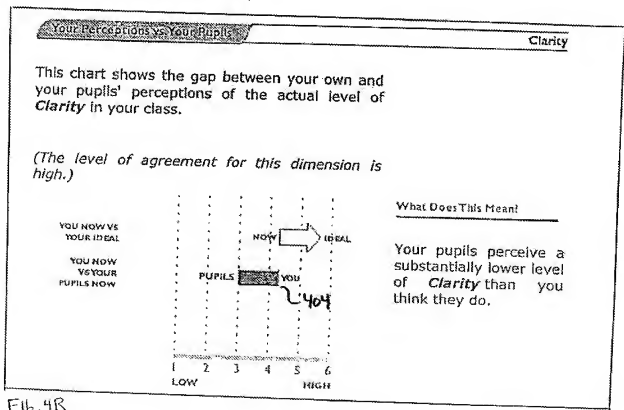


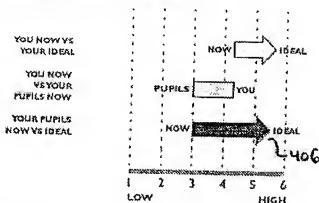
Fig. 4B

The Perceptions of Your Pupils

Clarity

This chart shows the gap between your pupils'

perceptions of the actual level of *Clarity* and their aspirations for the future.



What Does This Mean?

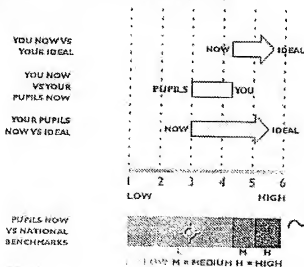
Your pupils' responses also indicate that they feel there is substantial scope for increasing the level of *Clarity* in your classroom.

FIG 4C

Your Class in Comparison With Other Classes

Clarity

This chart shows how your pupils' perceptions of the actual level of *Clarity* compare with the views of pupils in other classes nationally.



What Does This Mean?

The degree of *Clarity* perceived by your pupils is low in relation to that perceived by pupils in other classrooms nationally.

FIG 4D

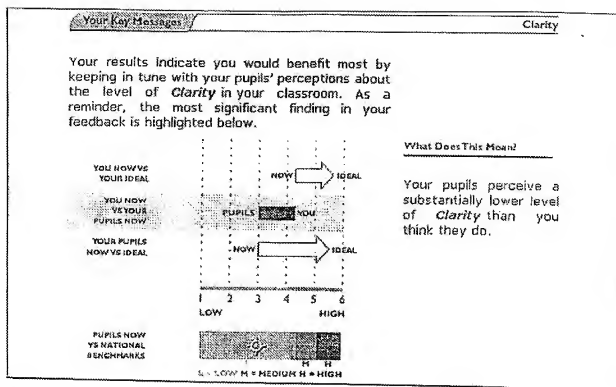


FIG. 4E

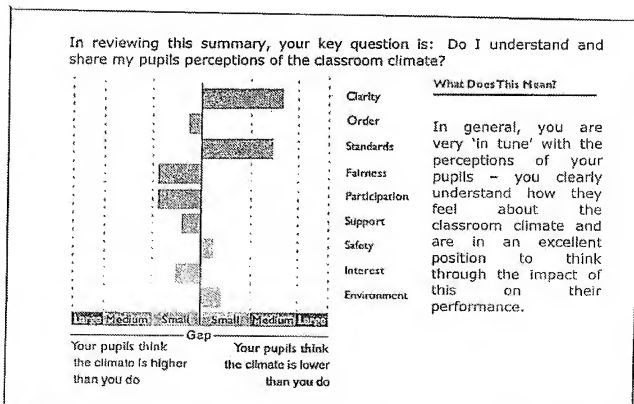
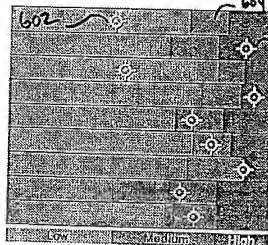


FIG. 5

In reviewing this summary, your key question is: Is there scope to improve the climate in this class to match or exceed the climate in other classrooms nationally, or would I do better to focus my energies elsewhere?



Clarity

Order

Standards

Fairness

Participation

Support

Safety

Interest

Environment

What Does This Mean?

Overall, your pupils perceive the climate to have a mixture of strengths and weaknesses when compared to that found in other classrooms nationally. You have created a good basis for building on existing strengths, but your feedback also highlights

those areas that may impede your pupils from performing to their full potential.

FIG. 6

Current Section: Getting Feedback			Implications
Dimension	Priority	KEY MESSAGE	
Order	Medium	Understanding your pupils' experience.	
Fairness	Medium	Maintaining the high level of this dimension.	
Clarity	High	Understanding your pupils' experience.	
Participation	High	Raising pupils' views against the Norms.	
Support	High	Raising pupils' views against the Norms.	
Safety	High	Understanding your pupils' experience.	
Interest	High	Raising pupils' views against the Norms.	
Environment	High	Raising pupils' views against the Norms.	
Standards	High	Raising pupils' views against the Norms.	

Flb.7

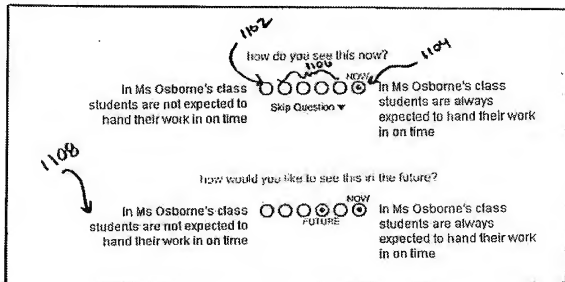
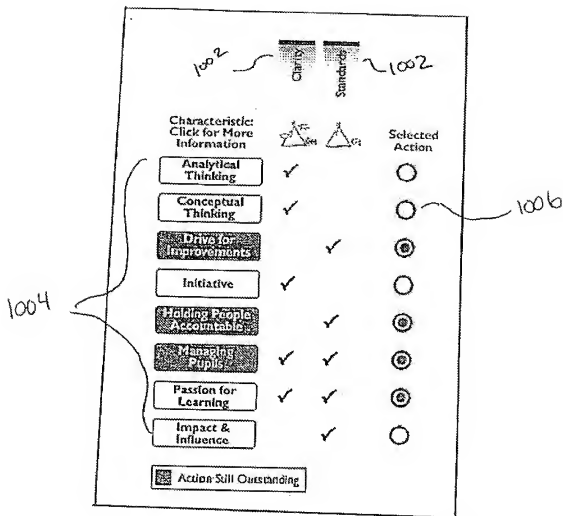
Dimensions	Priority	Your Response
Order	Medium	Accepting
Fairness	Medium	I Don't Believe It
Clarity	High	Accepting
Participation	High	Accepting
Support	High	Accepting
Safety	High	Angry
Interest	High	Accepting
Environment	High	Accepting
Standards	High	Accepting

Flb.8

Dimensions	Priority	For More Information	Select Up to 3 Key Action Areas
Order	Medium	Click Here...	<input type="radio"/>
Fairness	Medium	Click Here...	<input type="radio"/>
Clarity	High	Click Here...	<input checked="" type="radio"/>
Participation	High	Click Here...	<input type="radio"/>
Support	High	Click Here...	<input type="radio"/>
Safety	High	Click Here...	<input type="radio"/>
Interest	High	Click Here...	<input type="radio"/>
Environment	High	Click Here...	<input type="radio"/>
Standards	High	Click Here...	<input checked="" type="radio"/>

FIG. 9

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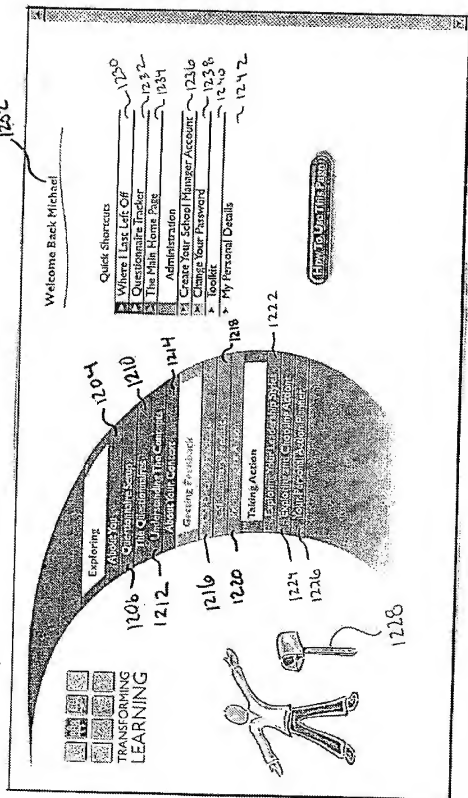


FIG. 12

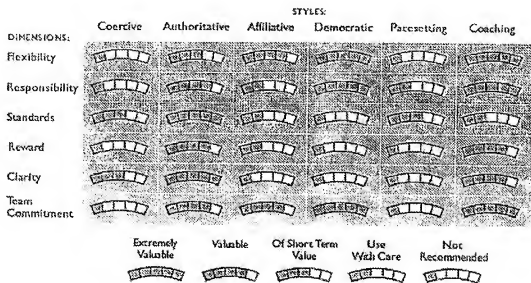


FIG. 13

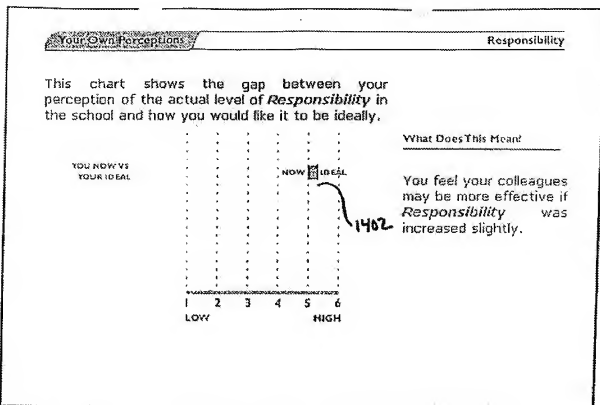


FIG. 14A

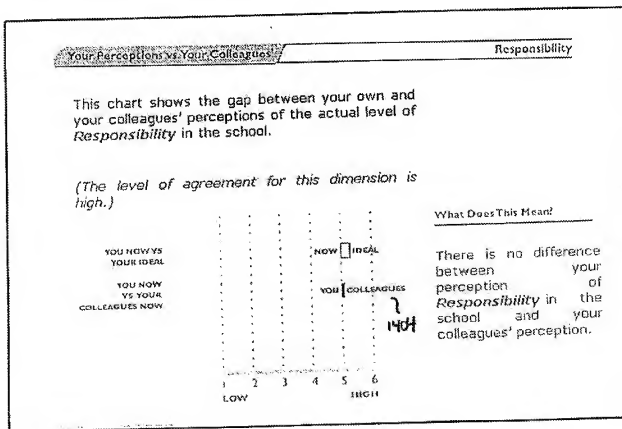
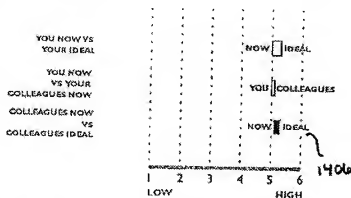


FIG. 14B

The Perceptions of Your Colleagues

Responsibility

This chart shows the gap between your colleagues' perception of the actual level of *Responsibility* in the school and their aspirations for the future.



What Does This Mean?

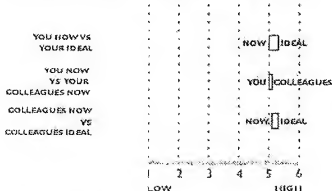
The responses of your colleagues also suggest that they feel satisfied with the level of *Responsibility* in the school.

FIG. 14C

Your School in Comparison With Other Schools

Responsibility

This chart shows how your colleagues' perceptions of the actual level of *Responsibility* compares to the views of staff in other schools nationally.



What Does This Mean?

The level of *Responsibility* perceived by your colleagues is high in relation to that found in other schools nationally.

COLLEAGUES NOW VS NATIONAL BENCHMARKS

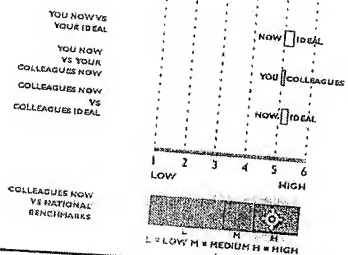


FIG. 14D

Your Key Messages

Responsibility

You are in tune with the perceptions of your colleagues about *Responsibility*, and the level of this dimension is high in relation to that in other schools nationally. The challenge for you is to maintain this, whilst developing the most significant finding in your feedback : highlighted below.



What Does This Mean?

The level of *Responsibility* perceived by your colleagues is high in relation to that found in other schools nationally.

FIG. 14E

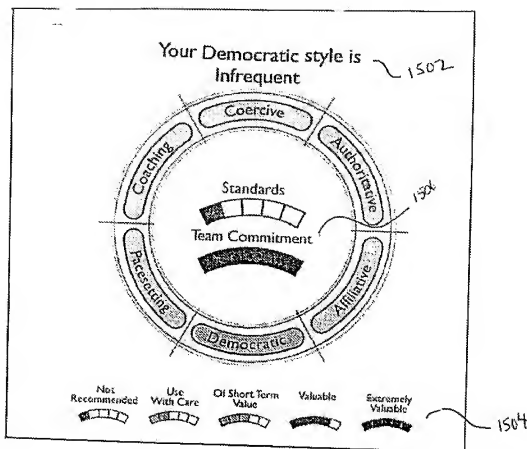


FIG. 15A

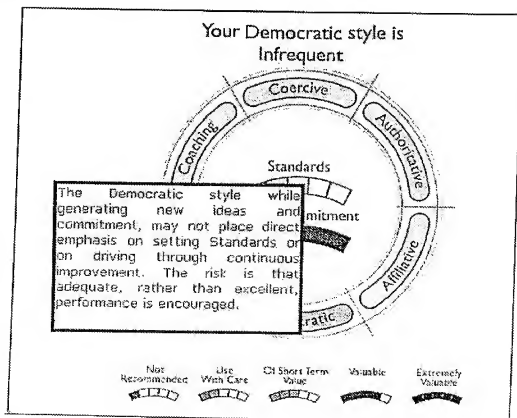


FIG. 15B

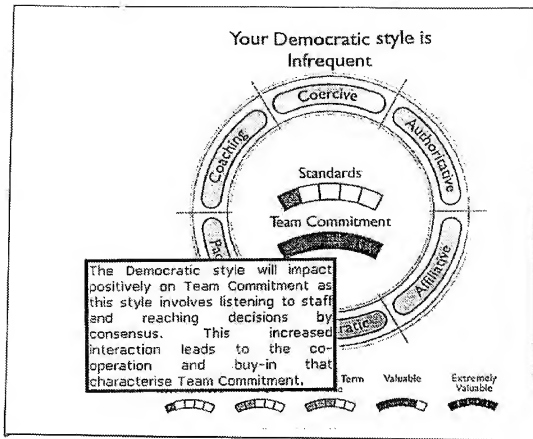


FIG. 15C

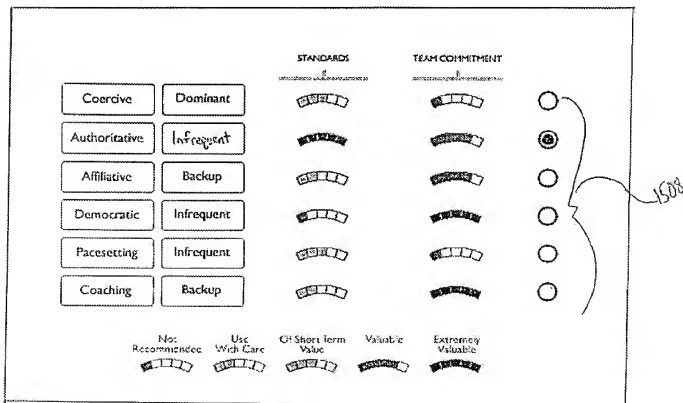


FIG. 15D